

Indiana's Response to Intervention Academy



The Big Picture: A Day at Miami Elementary

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Problem Solving Team

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Miami Elementary School

“A Snapshot of the Big Picture”

- ❑ Lafayette School Corporation
- ❑ 1 of 8 Elementary Schools in Lafayette School Corporation
- ❑ Grades K-5
- ❑ Enrollment 485
- ❑ 62% Free, 6% Reduced
- ❑ 41% White, 31% Hispanic, 18% Black, 9% Multiracial

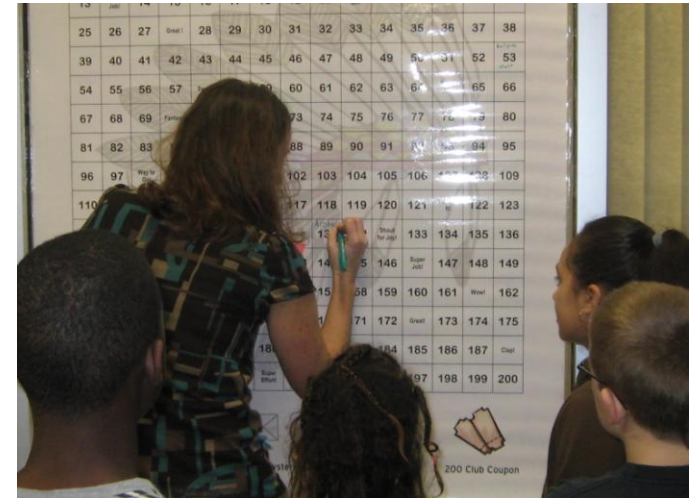
Before School: Student Arrival

- ❑ Components: Leadership; Evidence-based Curriculum, Instruction, & Intervention; Data-based Decision Making
- ❑ School-wide Positive Behavior Intervention and Supports (PBIS)
 - School-wide Behavior Expectations and Incentives
 - ❑ Do the Right Thing: Be Safe, Be Responsible, Be Respectful
 - Rewards for academics, attendance, behavior, and parent involvement
 - Brochure
 - Choice Language Therapy modeled
 - Hallway procedures posted, modeled, practiced, re-taught
 - Adults strategically placed outside & throughout the building
 - Chief Tickets: Reinforcement for meeting expectations
 - Music Minute

Before School: Morning Announcements (Principal)

□ PBIS

- Principal's 200 Club
- Mystery Motivator
- Golden Trashcan Award
- Traveling Attendance Trophy
- Student of the Month/Student Ambassador
- Daily Behavior Expectation highlighted
 - Drives behaviorally focused lesson plan in the classroom
- Incentive cart-1x week to each classroom
- Behavior Education Program (BEP) Check-in/Check-out



Morning Curriculum & Instruction: Grades K-3

- ❑ Components: Leadership; Evidence-based Curriculum, Instruction & Intervention
- ❑ Core Reading Curriculum (Reading First Initiative)
 - 90 minutes uninterrupted reading instruction
 - Whole group, small group, stations
 - ❑ SLP: Sounds and Words Station (K-1)
 - ❑ SLP: 5 Minute Kids
 - Five Big Ideas in Reading
 - ❑ Phonemic Awareness
 - ❑ Phonics
 - ❑ Fluency
 - ❑ Vocabulary
 - ❑ Comprehension

Morning Curriculum & Instruction:

Grades K-3 Reading Strategies

- Context Clues
- Ask Questions
- Make Predictions
- Make Inferences
- Make Connections
- Think-A-Louds
- Visualize
- Scaffolding
- Clarify
- Draw Conclusions
- Perspective
- Re-read
- Re-tell
- Summarize
- Increase Wait Time
- Increase Opportunities to Respond

Morning Curriculum & Instruction: Grades K-3

□ Materials Used in Tier 1

- Scott Foresman Basal Reader
- Scott Foresman My Sidewalks Intervention Kit
- Michael Heggerty Phonemic Awareness
- Steck-Vaughn Comprehension
- Isabell Beck Vocabulary
- Blast Off to Reading
- Accelerated Reader

Morning Curriculum & Instruction: Fidelity Checklist for Teachers Gr. K-3

- ❑ Components: Leadership; Evidence-based Curriculum, Instruction & Intervention; Data-based Decision Making; Cultural Competency & Responsivity
 - Language Arts Instructional Audit
 - Based on 2008-2009 School-wide Improvement Plan
 - ❑ General
 - Daily Explicit Instruction in at least one:
 - Predicting, Questioning, Making Connections, Making Inferences, Summarizing, Visualizing, Think-A-Louds
 - ❑ Low Achievers
 - Daily Explicit Instruction in at least one:
 - Phonemic Awareness, Phonics, Fluency, Vocabulary, Development, Comprehension

Morning Curriculum & Instruction: Fidelity Checklist for Teachers Gr. K-3

- ❑ Components: Leadership; Data-based Decision Making; Cultural Competency & Responsivity
 - Language Arts Instructional Audit
 - Based on 2008-2009 School-wide Improvement Plan
 - ❑ High Achievers
 - Engage in the following daily:
 - Pose/Post open ended questions
 - ❑ Cultural Competency
 - Address needs of diverse cultures through the use of:
 - Graphic Organizers, Varied Word Lists, Role Plays, Literature
 - ❑ Technology
 - Accelerated Reader (Grades 2 &3)
 - Student goals set quarterly

Morning Curriculum & Instruction

Language Arts: Principal Observation

- ❑ Components: Leadership; Evidence-based Core Curriculum, Instruction & Intervention; Data-based Decision Making
- ❑ Language Arts Informal Principal Walk-Thru Observation Checklist
 - Low Achievers
 - ❑ Evidence of improved daily instruction through explicit, systematic instruction in 5 components of reading
 - High Achievers
 - ❑ Pose/Post open ended questions
 - Cultural Competency
 - ❑ Use of varied word lists, role plays, graphic organizers, literature
 - Evidence of Accelerated Reader Usage

Morning Assessment & Progress Monitoring: K-3

- ❑ Component: Assessment and Progress Monitoring
- ❑ Administered by classroom teachers
 - Universal screener
 - Benchmark Assessment 3x year
 - ❑ mCLASS Reading 3D (K-2)
 - ❑ DIBELS (K-3)
 - Progress Monitoring
 - ❑ DIBELS (K-3)
 - Strategic Students
 - Intensive Students
 - Additional assessments administered by GLASS staff
 - ❑ AIMSweb
 - ❑ Diagnostic Assessments



Morning Curriculum & Instruction: Grades 4-5

- ❑ Components: Leadership, Evidence-based Curriculum, Instruction, & Intervention
- ❑ Core Reading Curriculum
 - Similar Model as K-3
 - Whole group, small group
 - ❑ Small group 30 minutes
 - Five Big Ideas in Reading
 - Reading Strategies
 - Fidelity checklist for teachers
 - Language Arts informal walk thru
- ❑ Materials Used in Tier 1
 - Scott Foresman Basal Reader
 - Scott Foresman My Sidewalks Intervention Kit

Morning Assessment & Progress Monitoring: Grades 4-5

- ❑ Component: Assessment and Progress Monitoring
- ❑ Administered by classroom teachers
 - Universal Screener - Benchmark Assessment 3x year
 - ❑ DIBELS
 - Progress Monitoring
 - ❑ DIBELS
 - Strategic Students
 - Intensive Students
- ❑ Additional assessments administered by GLASS staff
 - AIMSweb
 - Diagnostic Assessments

Grade Level Intervention (STAR)

- ❑ Components: Evidence-based Curriculum, Instruction & Intervention
- ❑ Tier 2 Reading Intervention
 - Small group instruction
 - ❑ Determined by individual student progress monitoring data
 - ❑ Taught by classroom teachers, Title One instructional aides, special education teachers
 - 45 minutes daily

Grade Level Intervention (STAR)

- ❑ Components: Evidence-based Curriculum, Instruction & Intervention
- ❑ Tier 2 Reading Materials
 - Rode to the Code (PA,P)
 - Michael Heggerty Phonemic Awareness (PA)
 - Scott Foresman My Sidewalks (PA,P,F,V,C)
 - Read Well (PA,P,F,V,C)
 - Read Well Plus (P)
 - Read Naturally (F)
 - Phonics for Reading (P,F)
 - Earobics (PA,P,F,V,C)
 - LIPS (PA,P)
 - Seeing Stars (PA,P)

*not a complete list



Other Morning Activities:

Grade Level Collaboration Meetings

- ❑ Components: Data-based Decision Making
- ❑ Participants
 - ❑ Principal
 - ❑ Grade Level General Education Teachers
 - ❑ Reading First Coach
 - ❑ Title One Lead Teacher
 - ❑ Special Education Teachers
- Each grade level meets 1x month for 1/2 day
- Substitutes for classroom teachers

Other Morning Activities:

Grade Level Collaboration Meetings

- ❑ Agenda: Analyze benchmark and progress monitoring data by school, grade level, classroom, individual student
 - Determine STAR intervention reading groups based on data (standard protocol approach)
 - Decide Tier 2 & 3 interventions for non-responders
 - ❑ Intensify the intervention
 - Time
 - Group size
 - Provide Professional Development on Reading
 - ❑ Focused Book Study
 - *Interventions 2nd Edition-Randy Sprick & Mickey Garrison*
 - Analyze School-wide Behavior Data

Other Morning Activities: Mentors

- ❑ Components: Family, School, and Community Partnerships; Evidence-based Curriculum, Instruction & Intervention
- ❑ Volunteers from churches
- ❑ Volunteers/Students from Purdue University
- ❑ Students recommended by principal, school counselor, school/parent liaison, nurse
- ❑ Meet before school & during lunch

Lunch and Recess

❑ Cafeteria

■ PBIS

■ Components: Evidence-based Curriculum, Instruction, & Intervention; Data-Based Decision Making

- ❑ Procedures posted, modeled, practiced and re-taught
- ❑ Choice Language Therapy modeled by cafeteria staff
- ❑ Chief Tickets

❑ Outdoor Recess

■ PBIS

■ Components: Evidence-based Curriculum, Instruction, and Intervention; Data-Based Decision Making; Family, School, and Community Partnerships

- ❑ 8 stations
- ❑ Additional adults: principal, staff, volunteers from local church
- ❑ Incidents handled at recess rather than with classroom teacher
 - Increase in instructional time

Lunch and Recess

- Indoor Recess

- Principal takes each grade level to the gym

- Recess Data

- Incidents have diminished

Afternoon Curriculum & Instruction: Grades K-5

- ❑ Components: Leadership; Evidence-based Curriculum, Instruction & Intervention
- ❑ Math Core Curriculum
 - Ability Grouping
 - Three Big Ideas in Math
 - ❑ Quick Retrieval
 - ❑ Number Sense
 - ❑ Computation
 - Math Strategies
 - ❑ Daily Math Fact Strategies
 - ❑ Teach Math Vocabulary

Afternoon Curriculum & Instruction: Math Strategies

- Math Strategies

- Model Questioning

- Is there another way to solve it?

- Model Reasoning

- Critical thinking: Why do you think it is true?
 - Does anyone think the answer is different?

- Increase Opportunities to Respond

- Utilize Wait Time

Afternoon Curriculum & Instruction: Math Strategies

□ Math Strategies

- Make Meaningful Connections
- Utilize Multiple Representations
 - Concrete or pictorial representation
 - Verbal description
 - Table
 - Graph
 - Algebraic formula
- Teach Math Process Standards
 - Problem solving, communication & reasoning, and proof

Afternoon Curriculum & Instruction: Math Materials

□ Materials used in Tier 1

- Harcourt Math (K-5)
- Accelerated Math (K-2)
- Mastering Math Facts (1-5)
- Math Facts in a Flash (2-5)
- Fact Fluency and More! (2-5)

□ Tier 2

- Interventionist – small group & individual assistance with accelerated math

Afternoon Curriculum & Instruction: Fidelity Checklist for Teachers

- ❑ Components: Leadership; Data-based Decision Making; Cultural Competency & Responsivity
 - Math Instructional Audit based on 2008-2009 School-wide Improvement Plan
 - ❑ Provide daily opportunities for students to engage in at least one of the following:
 - Modeling problem solving strategies, Re-teaching & practice, using manipulatives, using visual representation

Afternoon Curriculum & Instruction: Fidelity Checklist for Teachers

❑ Math Instructional Audit

- Provide daily opportunities for students to engage in at least one of the following:
 - ❑ Mental math activities, using rubrics, using graphic organizers, questioning, making connections
 - ❑ Weekly utilize peer grouping with problem solving activities
- Develop cultural competency by utilizing math vocabulary
- Use technology
 - ❑ Accelerated Math (Grades 2-5)
 - ❑ 3x per week
 - ❑ Student goals set quarterly

Afternoon Curriculum & Instruction:

Math: Principal Observation Checklist

- ❑ Components: Leadership; Data-based Decision Making
- ❑ Principal Observation Checklist
 - General-at least 1 daily:
 - ❑ Mental math activities, using rubrics, graphic organizers, questioning, making connections
 - Low Achievers-at least 1 daily:
 - ❑ Modeling problem strategies, re-teaching & practice, providing manipulatives, visual representations
 - High Achievers - At least weekly:
 - ❑ Utilize peer grouping with problem solving activities
 - Cultural Competency- At least weekly:
 - ❑ Utilize math vocabulary
 - Evidence of Accelerated Math Usage

Afternoon Assessment & Progress Monitoring

- ❑ Components: Assessment & Progress Monitoring
 - Administered by classroom teachers
 - ❑ Universal screener-Benchmark Assessment 3x year
 - mCLASS Math (K-2)
 - Acuity (3-5)
 - ❑ Progress Monitoring
 - mCLASS Math (K-2)
 - Additional Assessments: Administered by GLASS staff
 - ❑ Monitoring Basic Skills Progress (MBSP) (grade 2)
 - ❑ AIMSweb

Other Afternoon Activities: PBIS

- ❑ Components: Evidence-based Curriculum, Instruction & Intervention; Data-based Decision Making
 - School-wide Behavior Expectations and Incentives
 - ❑ Movie Mania
 - 1x month/no office referrals
 - ❑ Game Time
 - 1x quarter/no office referrals
 - 30 minutes physical activity

After School: Student Dismissal

- ❑ PBIS
- ❑ Components: Leadership; Evidence-based Curriculum, Instruction, & Intervention; Family, School & Community Partnerships
 - School-wide Behavior Expectations & Incentives
 - ❑ Adults systematically walk students out of the building
 - ❑ Choice Language Therapy modeled
 - ❑ Hallway procedures posted, modeled, practiced, re-taught
 - ❑ Chief Tickets
 - Backpack Food Program
 - ❑ Lafayette Rotary Club has adopted Miami Elementary
 - Donate money to Food Finders
 - Food Finders deliver to Miami
 - Rotary members distribute food in backpacks to students at Miami Elementary

After School: Interventions

- ❑ Components: Evidence-based Curriculum, Instruction & Intervention
- ❑ Razzle Dazzle
 - Grades 2 & 4
 - ❑ Grade levels chosen yearly based on data/need
 - ❑ Students invited to attend
 - Intervention Aides
 - Monday-Thursday 1 hour
 - Scientific, research-based materials used

After School: Interventions

- ❑ Components: Evidence-based Curriculum, Instruction & Intervention
- ❑ General Education Homework Club
 - Students volunteer to attend
 - Students are recommended by teachers
 - General Education Teachers
 - Assist with daily homework
- ❑ Special Education Homework Club
 - Students volunteer to attend
 - Students are recommended by teachers
 - Special Education Teachers
 - Assist with daily homework
- ❑ PAL
 - Kindergarten

After School: Problem-Solving Meeting

- ❑ Components: Assessment & Progress Monitoring; Evidence-based Curriculum, Instruction & Intervention; Data-based Decision Making; Family, School & Community Partnerships
 - 3 Teams
 - ❑ 2 academic & 1 behavior team
 - After school once per week
 - ❑ 45 min./student
 - Team members
 - ❑ Principal, General Ed Teacher, Special Education Teacher, GLASS Psychologist, Counselor, Family/School Liaison, Speech/Language Pathologist, GLASS Specialist/Problem Solving Coach, Interventionist, Data Person
 - Parents invited to be part of the team



After School: Problem-Solving Meeting

❑ Prior to Initial PS Meeting

■ Established Guidelines for ALL referrals to the PS Team

- ❑ Adequate time to adjust to school & curriculum
- ❑ Tier 1 interventions (at least 2 in deficit area)
- ❑ Tier 2 intervention (at least 1 in deficit area)
- ❑ Completed academic or behavioral audit
- ❑ Parents must be notified
- ❑ Examination of the following factors
 - Environmental, cultural, or economic disadvantage
 - Situational traumas
 - Frequent school transfers causing gaps in instruction
 - Lack of regular school attendance
 - Medical condition
 - Visual, hearing or motor impairment

After School: Problem-Solving Meeting

- ❑ Guidelines for Academic Referrals must have:
 - At least 3 consecutive data points below CBM aimline
- ❑ Guidelines for Behavior/Social Referrals must have:
 - Minimum of 10 parent notifications or 2 office referrals
- ❑ Guidelines for ESL
 - ESL Intervention Checklist completed (phase 1)
 - Up-to-date Language Assessment Data
- ❑ Baseline data gathered prior to meeting

After School: Problem-Solving Meeting

□ Initial PS Meeting

- Identify student strengths & challenges
- Identify deficit area(s)
- Write specific, measureable goal
- Align intervention with goal
- Develop action plan
 - Intervention(s) identified
 - Person responsible to implement interventions identified
 - Materials and resources needed
 - Frequency and duration of intervention
 - Progress monitoring scheduled determined



After School: Problem-Solving Meeting

□ Follow-up/Data Review Meeting

- Scheduled approximately 6 weeks after the initial meeting
- Established guidelines to determine what data needs to be brought to PS meeting
- Update action plan
- Analyze progress monitoring data
- Continue to hypothesize-ask decision making questions
 - Continue with plan
 - Intensify intervention
 - Additional time
 - Smaller group size
 - Develop new interventions
- Determine if additional diagnostic assessments are needed
- Amend Action Plan

Evening Events

- ❑ Components: Family, School & Community Partnerships; Intervention
- ❑ Parent Homework Nights
 - Parents attend workshop to learn how to assist child with homework (grades 3-5)
 - Held 1x month
 - General education teachers provide strategies
 - Homework dictionary provided to parents
 - Provide Food, Translators, Babysitters (Jefferson High School students)
- ❑ Parent Open Forum Discussions
 - Apartment Complexes
 - 40 Developmental Assets

Ideas to take home:

- ❑ Use ALL resources
 - Parents, Volunteers, General Education Teachers, Title One, Special Education Teachers, Specials Teachers, Cafeteria Workers, Bus Drivers, Recess Aides, etc.
- ❑ RtI is NOT a new initiative to implement, but a framework for existing initiatives
 - One Plan: Reading First, Title One, School Improvement, RtI, PBIS . . .
- ❑ Develop Trust with ALL Stakeholders
- ❑ Collaborate with local experts
- ❑ Remember it doesn't happen over night
- ❑ Celebrate all successes!

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